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ABSTRACT

This Region I conference called by the Secretary of Health, Education, and Welfare, brought together 240 participants from six New England states to discuss how career education needs of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. The general consensus of the 2-day conference was that education is not meeting the needs of people, the needs for manpower, nor the needs of the economy. The concept of career education appears to be the most popular approach to the infusion of change in the educational system, but the many definitions of career education are creating communication barriers to the development of processes and are stimulating fears that the term will eventually water down all existing good practices that are proving effective in meeting a fragment of the needs. Additional recommendations and summaries of conference activities are included. Related reports are available as VT 013 385-013 387, VT 014 205-014 209, and VT 014 228 in this issue. (SB)

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SUMMARY

1971

THE SECRETARY'S REGIONAL CONFERENCES ON VOCATIONAL EDUCATION

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BOSTON

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DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

OFFICE OF EDUCATION

REGION I

REPORT OF

THE SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

BILTMORE HOTEL

PROVIDENCE, RHODE ISLAND

MAY 26-27, 1971

2

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OFFICE OF EDUCATION

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGIONAL OFFICE
REGION I
JOHN F. KENNEDY FEDERAL BUILDING, RM. 1309
BOSTON, MASSACHUSETTS 02203

Honorable Elliot Richardson
Secretary of Health, Education and Welfare
Washington, D.C. 20201

Dear Mr. Secretary:

Transmitted herewith is a report of the Regional Conference on Vocational Education held in Providence, Rhode Island, May 26-27, 1971.

The report contains a summary of opinions of and recommendations for Vocational Education from a broad representation of the population of the six states of Region I.

The Conference had five objectives concerned with the direction or redirection of Vocational Education in the 1970's, as a part of the educational system, in order to meet the career education of youth and adults and the needs of the economy.

We sincerely hope the report will contribute to a strong educational program in which Vocational Education will be an integral part.

Sincerely yours,

William T. Logan Jr.

William T. Logan, Jr.
Regional Commissioner
Office of Education

Enclosure

ACKNOWLEDGEMENT

Improving the Educational System to serve more adequately the needs of all youth and adults in our nation, and meet the needs of the economy, requires the involvement and cooperation of many individuals and organizations.

The Vocational-Technical Education Staff in Region I acknowledges with gratitude and sincere appreciation; the contributions made to the success of this Conference by Speakers, Panelists, Group Leaders and Recorders.

It is difficult to list individuals whose contributions to the objectives of the Conference were more significant than those of other individuals; however, a special thank you is extended to all those who were participants at this Conference.

DELEGATION OF AUTHORITY

On January 4, 1971, the Secretary of Health, Education and Welfare asked the U.S. Commissioner of Education to conduct conferences on Vocational Education in each of the ten (10) Regions. The responsibility for planning the conferences was delegated to the Bureau of Adult, Vocational and Technical Education, with final responsibility for conducting the conferences further delegated to the respective Regional Commissioners of Education. On this authority, the Region I Conference was held at the Biltmore Hotel, Providence, Rhode Island on May 26-27, 1971.

INTRODUCTION

PURPOSE:

Discussions within the Department of Health, Education and Welfare led to the conclusion that information needed to make administrative decisions concerning Vocational-Technical Education was not available from the usual sources of State Plans and Reports. It was also determined that the information could only be obtained from responses by the practitioners and recipients on the local level, those with intimate knowledge of the strengths and weaknesses of the present educational system and the Federal leadership needed.

In order to obtain the greatest input from as broad a spectrum as possible, it was deemed advisable to conduct Conferences in each of the Regions across the country to serve as forums to develop constructive ideas concerning Vocational-Technical Education as it relates to the career educational needs of youth and adults, as well as the needs of the nation's economy.

Ten Regional Conferences were then planned for the purpose of bringing together knowledgeable and concerned people to discuss how the career educational needs of youth and adults and the needs of the economy are being met by the schools in their communities; to determine the role that Vocational Education is playing in this process; and to identify methods of re-directing education in the 1970's to prepare every person leaving school for immediate employment or further education.

PARTICIPANTS

Four hundred thirty-three (433) persons from the six states in Region I were invited to attend the Conference representing the following categories:

Governors	6
State Legislators	27
Chief State School Officers	6
Mayors	17
General Educators (Public)	47
Vocational Educators (Public)	71
Private School Educators	34
Employers	41
Labor Unions	19
Model Cities	38
Youth	26
Employment Security	12
Educational Associations	32
D.H.E.W. & O.E.	18
Regional and State Agencies	10
Vocational Advisory Councils	12
Miscellaneous	17
Total	433

Two hundred forty (240) persons actually registered during the Conference (see Appendix). Attendance at the general sessions and in the discussion groups remained high throughout the two days. Although the preponderance of participants were educators, all categories of invitees were represented. Generally the reason for not attending was the limitation on travel under the present economic conditions.

CONFERENCE FORMAT

In developing the Conference Format, efforts were made to secure qualified individuals throughout the Region to serve as speakers and panelists. All participants were given the opportunity to freely express themselves.

Speakers were obtained from four different states, and all six of the Region I States were represented on the panels. The speakers represented a wide variety of backgrounds; with two from education, two from industry (one management, one youth), one from employment security and one from a quasi-governmental organization (New England Regional Commission).

The Conference Program, as outlined in the Appendix, provided six general sessions in which speakers addressed themselves to the conference objectives. Following each speech a panel of three individuals reacted to the presentation. A court recorder transcribed all dialogue of the speakers and panelists, and his notes were reviewed as an input to the report.

Eight groups, each consisting of approximately twenty-five members, met in Small Group Discussions with a discussion leader and a recorder. Each discussion leader was furnished a suggested discussion guide and views of Conference Participants, Part I and Part II to be completed by all participants.

From comments received at the end of the conference and from an examination of the evaluation forms, it appears that the mission was achieved.

DISCUSSION GUIDE

In order to realize the purpose of the Conference, objectives were developed which focused on specific issues relevant to Vocational-Technical Education. Speakers addressed themselves in General Session to these issues, giving an overview of the situation and identifying possible courses of action. Panelists then reacted to the background and stimulation for group discussions. After each General Session, participants met in groups of twenty or fewer people to direct their attention to an in-depth discussion of the issues and objectives. It was not the intent of the Conference to limit discussion rigidly to the scope and format of these topics. Free flowing discussion was encouraged to elicit comments, suggestions and recommendations on each of the issues presented.

The following objectives were developed to aid disucssion groups in treating issues and exploring potential existing in Vocational-Technical Education.

1. The present status of education in meeting the career education needs of youth and adults.
2. The present status of total educational system in meeting manpower needs.
3. The relevancy of vocational education in meeting the needs of the economy.
4. The relevancy of education to meeting the career education needs of youth.
5. The relevancy of education to meeting the career education needs of adults.
6. Vocational Education for the 70's.

AN OVERVIEW

An examination of the comments of the speakers and other participants clearly shows that the general consensus is that education is not relevant in meeting the needs of people, the needs for manpower, nor the needs of the economy. Much has to be done to bring education to the point of meeting these needs, yet the process is unclear at this time and many diverse solutions are offered based on the individual's concept of the areas of failure. There is some consensus that Vocational Education is meeting these needs, although it is qualified in degree and effectiveness from the limitations on the numbers being served to the quality, as observed by the participants through their familiarity with existing practices, or their lack of such familiarity.

One system for improvement of the situation, "Career Education", appears as the most popular approach to the infusion of change in the educational system. However, the many definitions of career education presently used, are creating communication barriers to the development of processes and are stimulating fears that the term will eventually water down all existing good practices that are proving effective in meeting a fragment of the needs.

Much discussion brought out the futility of the either/or concept in determining the place of vocational education in the total educational structure. Agreement to this then led to the acceptance of the proposition that vocational education and general education must be brought together with the caution that we must not get lost in theory, but keep firm hold of the principle of implementing such a system within

the existing political and institutional setting peculiar to the local situations.

Through all of this, was threaded the need for development of a guidance and counselling structure with a charge much broader than it presently has, to include occupational as well as academic information.

This need for change in the guidance functions also brought out the need for change in the professional development institutions so that the new types of teachers, guidance personnel and administrators would be available to carry out the process of change in the schools.

The lack of available data on which to base decisions is a further concern of the participants, requiring greater efforts to develop sources of usable data in fields such as the labor market needs and student needs as well as the output of schools to the labor market.

It was recognized that many of the recommended changes in education would require additional funds, but serious action should be taken immediately on those factors of change that do not have this constraint.

Where additional funds are needed, it was felt that all levels of government should increase their participation, each level to the degree that its base of taxation removes the burden from the local home-owner.

The involvement of industry in education and, in particular, in vocational education was felt to be on a very low level at present with evidence that there should be much greater participation in the decision making process as well as financial and program support.

Greater emphasis must be placed on the capability of industry to assist in the change process since they have had to maintain the capacity for rapid change to accomodate economic pressures; their knowledge of the process of change could speed up the process in education, where it is inordinately slow.

It was further recommended that the necessary changes be based on valid research results rather than empirical developments and for this purpose, a greater portion of research funds be directed towards this purpose rather than the fragmented, single purpose aim of much of the present research.

DIRECT QUOTES OF SPEAKERS AND PARTICIPANTS IN SMALL GROUP DISCUSSIONS, BY OBJECTIVE

OBJECTIVE I

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

Daniel Beegan:

I say education is not meeting the needs of youth. Our educational system continues to fail its students in what is currently being done to remedy this situation. I say 'No' to present education methods because, as a country, we spend too much of our time defining, too little time providing. Ten to fifteen years ago, first graders were reading Dick and Jane. Today the first graders are reading about Dick and Janet. Nothing has changed except the name. We continue to underchallenge our greatest resource, the children. It has to stop. There is a lot of sobering up to do and it should begin now without the aphorisms, without the bureaucratic jargon. Substitutive terminology, replacing one word with another, but ignoring the process being defined, has no place in education.

Small Group Participants:

Career education cannot be used to correct the failures of academic education.

Perhaps the supermarket approach to education is necessary where a student selects the course he wants.

Improving education programs to meet the career education needs of youth. Would it be possible to use existing programs (Industrial Arts) to accomplish this?

At grade 5, students are beginning to decide what it is they want to do, but teachers do not have the background to deal with it.

Before teaching, everyone should work first. Perhaps there should be in-service work experiences for teachers (e.g. six months away from the classroom).

Guidance policies often get cast-offs, guidance should make vocational education available to all students.

We recommend that every guidance counsellor should have a course in Vocational Education in college.

Certification standards should not be so rigid. We are missing some good people.

OBJECTIVE II

To assess the extent to which the present total program of education meets the needs of the economy.

Dr. Fred G. Burke:

I think this conference comes at a very critical time for those of you concerned about the relevancy of education in our schools, about increasing consumer dissatisfaction, if you wish, consumer withdrawal from the product we try to produce. We are looking forward desperately to vocational education as one of the major ways for providing an alternative educational experience. We know that it is critical that we find alternative educational experiences which are relevant and we are looking forward to vocational education, it seems to me, not only for alternative educational experience which improves the qualities of the hands, if you wish, but increasingly provides an alternative to what is frequently an unsatisfactory academic approach to education.

James Rigney:

I think industry is going to have some problems too. If we are going to have people highly motivated and highly educated, then maybe industry is going to have to change. Somehow or other, we are going to have to make, for the younger generation coming along, a career in industry, fulfilling, worthwhile, rewarding and as stable as the world lets educators, government workers or hospital administrators enjoy.

John Harwood:

Within the limits of their resources, occupational educators have done a commendable job of meeting the changing manpower needs of the economy. Unfortunately, the operative words here are 'within the limits of their resources'.

Small Group Participants:

Career orientation at the elementary level aims at specific jobs or areas instead of aiming at tomorrow's careers which may be different by the time a child moves from grade five through twelve.

Teachers should be exposed to, and kept abreast of what is happening in the world of work.

Few leaders today understand Vocational Education. Take Vocational Education if you can't succeed in a regular academic program.

Indications are that a major problem in the whole ball of wax goes back to the teachers' colleges, who are not familiar with the world of work.

It is a dis-service to the trainee and employee to train for no job openings, providing a cheap labor source for employers by overloading one occupation.

Don't forget the sociological push from parents and boards of education for college.

OBJECTIVE III

To determine the role of vocational education in meeting the career needs of youth, adults and of the economy.

Dr. Gerald Fuller:

We need to combine learning for living along with learning for earning. I think this is what we are really saying when we talk about career education.

Neal Andrew:

One of the concerns that I have, even though I am happy to hear our United States Commissioner of Education talking about career education, that we do not fall into the trap of seeing the term, "Career Education' substituted for vocational education. I think we have to look at what we have had and what we have built in vocational education and be sure that as we come up with something new, that we do not lose the meaning nor do we lose the concept and we do not lose the importance of what is currently in vocational education.

Herman LaMark:

The kids that are vocationally educated are the only kids in this country who can stand up and look somebody in the eye and say, 'Yes, I can offer you this' and be very precise. I don't know if that means that much to you. I will see six college graduates a day; not one says to me what they can do. --Your boys and girls graduating know they are already hired. They have had a selection of jobs. Who knows it? He does, his family does. So I say to you that you have got to make some decisions. What is the image you want to portray? After you have made that decision, every man and woman in this room should become a salesman for vocational education.

Small Group Participants:

Vocational education should be integrated with general and academic, and where possible, co-located to streamline administration,etc. and for better occupational orientation, K-14.

Many people find that vocational education adds relevancy to academic work.

Do vocational education and general education have mutuality? Yes, a person must be able to read in order to succeed, know math, etc.

OBJECTIVE IV

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Dr. William J. Sanders:

The schools must, of course, improve and particulary, must keep accomodating themselves to rapid social and economic change. One of the first things that should be done is to get educators, as well as the public, to become better informed as to how well the schools are really doing. As vocational education emerges from the basement, with the new name of 'career training' and with healthy infusions of Federal money, it is turning new, revealing lights on our nation's so-called 'non-academically talented' students. -- We cannot expect career education to be a panacea. Problems of student values, drugs, early school leavers, poor reading and the current manifestations of discontent cannot be solved by career education itself. What it can do, however, is to provide some spin-off that will have a beneficient effect upon the ambience in which the child in school lives and breathes.

Daniel Beegan:

I feel that the image of vocational education has got to be changed. I think it is being changed, but this is a slow process. We have backgrounds in vocational education that we have to overcome. I think we are slowly overcoming them. I do call for more flexibility in secondary education. I think what we have done so far is good. I think we have to take a close look at what we are doing. I think we have got to involve industry more and more and recognize its contributions in this area and recognize that there are some cases where industry can train a person much better than an educational institution because that industry knows its needs and there is nothing wrong with this, in my opinion.

Dr. Charles Buzzell:

Are specific education and general education mutually exclusive objectives? To teach me all there is about a typewriter and how it functions and not take me through the specifics in which I become skillful at using that tool, then I cannot sell this because industry is only buying the specific. If in fact, some researchers are correct in that we are to a large degree a mobile society, -- how can we get resources to come to bear on a regional basis because the dollars in local coffers describe the effort the local school will make?

Small Group Participants:

Resistance to change on the part of educators is one reason for the slow development of new and innovative programs.

Change in education seems to come from the outside, not from within the educational system.

There is a need for teachers to go out into industry to know what is happening.

OBJECTIVE V

To identify areas of improvement in the total educational system for which Vocational Education should be responsible.

John Harwood:

At the outset I described change as rapid, persistent, pervasive and largely unpredicatable. I suggested that any adequate response must take each of these characteristics into consideration. I have tried to follow this advice in recommending ways in which occupational education can contribute to the improvement of career education.

The first way was through an integration of academic and occupational education at the secondary level such that each graduate would be equipped for entry into an occupational complex of his choosing, regardless of his higher education ambitions. The second way was through 'educational cross-breeding' which would give students a combination of academic and practical experience through coordinated programs involving schools and other institutions. This way is characterized by a flexibility in the extent and duration of education which would correspond to varying individual needs. The third way is through an increased continuing education geared toward adult occupational advancement and diversification.

None of these recommendations is original. They are all being developed or practiced on small scales across the nation. Their large scale implementation would require major and traumatic changes in the existing structure of education, but it seems clear that only new directions of such a fundamental nature will be an adequate response to the changing needs of our society and our economy.

Lot Cooke:

We should concentrate more or less on the structure of the school than of the idea of combining and making one big common structure for vocational education. We should concentrate on improving the programs where they are. If integration is possible by one mechanism or another, fine. If it is not possible for some other reason, we should concentrate on improving the content as things are. Should a vocational

school attempt to follow every technological change that occurs in our rapidly changing technology, or is the role somewhat more limited? Should other parts of our manpower and training system be relied upon to do this kind of rapid, more or less short-term skill training?

Fred Tarbox:

Vocational education as it exists, is serving the needs for a fragment or a fraction of the young people that we need to service. Tell the regular school systems that they can put fifty programs in there. They can teach banking, marketing, sales, cost accounting, you name it. They do not have to have a million dollars worth of equipment to do it.

Small Group Participants:

Vocational educators are hung up on a hour's basis. The number of hours should be flexible depending on the ability of the students.

Students should be able to enter a program at any time of the year.

All licensed fields require a definite number of hours; we cannot work around this. Programs should be individualized as to number of hours of training needed.

Why is it industry can reduce training time, but education cannot?

Actual hours spent mean nothing; we must measure how much a student has achieved in his occupational training.

Look ahead into the question on skills that business needs. Last decade, business stated, 'send me the liberal student and I will train him'. Today, 'give me a trained worker'. What about tomorrow?

Two resolutions were offered that are worthy of note:

1. That the Secretary should develop and suggest ways that the States could implement pre-funding procedures in place of reimbursement methods now being used.

2. We urge the United States Secretary of Health, Education and Welfare to find a way to make use of five million dollars authorized under the Act, but heretofore not used for developing data collection procedures in cooperation with the U.S. Department of Labor.

VIEWS OF CONFERENCE PARTICIPANTS - PART I

A summary of the responses of the Conference Participants to Part I of the opinionaire indicates that the majority feel that Vocational Education "has value for every student" and "is preparation for work as well as further education", with 115 of the 126 responses including one or both of these statements. Of the nine respondents who indicated that "Emphasis in Vocational Education is on Manual Skills": three had taken no courses in Vocational Education; four had only taken courses in the four year college; one had taken courses in high school; and one had taken courses in both high school and four year college. Four of these nine had never "advised or participated in deciding what educational courses should be offered in schools". Of the five who had; two participated as employers, two in programs for the unemployed and one as a student.

The 126 responses indicated that 76% had taken courses in Vocational Education, but of these, 65% indicated that these were professional courses in four year colleges, with several indicating that they were graduate degree level. Of the 30 respondents who did not attend a vocational program 50% said, "They were not available" while 64% indicated they "preferred to take courses needed for college admission", indicating multiple answers in several instances. Only two were "advised not to".

70% of the respondents were of the opinion that the schools offering vocational programs also had a job placement service.

80% of the respondents want their children to take "both vocational and college preparatory subjects" while only 4% indicated they would want "vocational education" only or "college preparatory only". The question did not apply to 12% of the respondents.

All would "support the spending of more money for vocational education in their community", however, the source of the funds was desired primarily from the governmental levels in heavier emphasis as it was removed from the community with almost 100% indicating it should come from the Federal level, 47% adding the State level and only 30% adding the local level. Only 24% indicated that support should come from industry.

In response to the availability of Vocational Education in their community, 94% answered affirmatively. Of these 23% indicated in junior high schools, 90% in high schools, 43% in junior colleges, 66% in evening adult programs, 27% in Industrial Plant Schools, 18% in colleges and 14% in private schools, which shows the concentration in the region in the Secondary Schools with evening adult programs.

The responses to the question, "Have you ever advised or participated in deciding what educational courses should be offered in schools?", indicated that 80% had, yet the category in which they participated was primarily as an educator, a category not listed but which 60% specified. Two other categories each represented 12%, that of parent and employer, while only 5% indicated they were school board members and 2% were students.

The expression was almost unanimous that there should be greater emphasis on introducing the world of work in elementary school with only one dissenter.

The same response was given to the question of having visited a vocational school. Only one had not.

Although 106 indicated that the category of "Educator" most accurately described their interest at the Conference, this should be understood to be a very loose interpretation of the term as evidenced by the duplication occuring in 140 responses in 126 returns, and the self-classification of educator of those invited representatives of other classifications.

VIEWS OF CONFERENCE PARTICIPANTS - PART II

OBJECTIVE I

A summary of the responses to the assessment of the extent to which the present program of education meets the career education needs of youth and adults in the community shows that 64% believe that "few students looking for work have a job skill by the time they leave school", 32% believe that "about one half of the students looking for work have a job skill by the time they leave school" and only 4% believe that "most students" have a skill.

On the other hand, 66% believe that "about one half of the students are prepared for further education by the time they leave high school", while only 20% believe that "most" are and 14% believe that "few" are.

In their assessment of the school system providing adult education, the responses were quite evenly split with 51% believing that it provided for re-entering the work force, while 49% believing that it did not. Fifty-three percent (53%) felt that it provided for retraining to remain in the work force, while 47% felt that it did not. Fifty-four percent (54%) responded that it provided for training for advancement in the work force, while 46% expressed the opinion that it did not.

The responses to the assessment of the school system providing education in preparation for work to special population groups indicates that more feel that the handicapped fare better than minorities while school drop-outs are least prepared. Sixty-four percent (64%) answered

affirmatively on handicapped, 57% answered affirmatively on minorities while only 45% answered affirmatively on school drop-outs.

In responding to the strengths and weaknesses of the present school system in meeting the career education needs of youth and adults in the community, most took the opportunity to express their opinions of the weaknesses that ranged from generalizations such as:

Very weak.

Limited Offerings.

Poor Leadership - College Preparatory emphasis only.

Poor Counselling - Ignorance of academicians, regarding Vocational Education - requires constant effort to correct.

Red Tape - Individual struggle for power and no Vocational Education is available.

to specific weaknesses such as:

Lack of individual..zation.

Limited funds to expand.

School needs up-dating to train for current and future job opportunities.

No commitment in the area of career education short of college bound students.

Old, out-dated equipment, insufficient number of teachers, no training for the disadvantaged.

Lack of Adult Education.

No in-service teacher training to give value of the world of work.

We should take a good look at the dead wood in school systems and State Departments of Education.

Adults trained for leisure time activities only.

Drop labels from courses - allow greater freedom for student choice based on interests.

The few strengths described appeared to be generalizations, such as:

Vocational Education is held in high esteem - excellent community participation - existing programs producing.

No stigma to Vocational Education.

Good Advisory Committees - dedicated vocational instructors, however, they are "hiding their light under a bushel".

The change to career education, K-12 is a strength.

OBJECTIVE II

In responding to an assessment of the extent to which the present total program of education meets the needs of the economy, the participants indicated little consensus of opinion since 35% felt that most training programs are directed to the job demands of the community while 27% were of the opinion that only half are directed this way and 38% indicated that few are.

The same is true in the response to the extent that major employers in their community hire persons trained by the schools of the community, because 26% were of the opinion that most employers are able to locate the employees they need from the local schools, while 42% felt that about one half are and 32% indicated that few are.

The greatest consensus was in the response to the extent, the schools in the community provided trained workers for new employers moving into the community. Seventy-six percent (76%) indicated that few schools are flexible enough to provide the new training programs requested by employers while only 12% indicated that half of the schools are flexible enough and another 12% indicated that most are flexible enough. The opinions on the extent that employers work with schools to define manpower needs and to participate in developing programs to meet these needs, also indicated less than a consensus with 26% indicating that most educational programs have active employer participation in the development of their curriculums, while 19% indicated about one half have participation and 65% felt that few programs enjoy this participation.

Again, the participants in responding to the question of the strengths and weaknesses of the present school system in meeting the needs of the economy in the community overwhelmingly took the opportunity to comment on weaknesses such as:

> School and industry cooperation is only lip service.
>
> Employers are not involved. Involve CAP, NAB, DES, DOL.
>
> The school is unaware of current needs and opportunities.
>
> The menial service needs of the economy are met. People are finding low-level entry positions with no upward mobility. It is maintaining the economy, keeping the bulk of the wealth in the hands of the few.
>
> What are the needs of the economy with few jobs available?
>
> The State Department of Vocational Education does not understand local needs.

Placement and guidance services needed.

More public relations needed.

Poor communications.

The city school system is failing miserably, both in terms of academic and vocational preparation. The city itself is fast becoming an economic backwater with high unemployment on professional and non-professional levels.

Weak follow-up studies, total school staff involvement.

Apathy - curriculum and teachers not up-to-date.

Employers recruit from outside the community.

Do not meet the needs of <u>All Students</u>.

More involvement of youth in arriving at programs to be offered.

Its weakness is that it does not serve enough of our youth and the community horizons are too restrictive. Our youth are mobile. What should be considered the community, the town, the county, the state, the region or the nation?

Funds are devoted to academic - to the detriment of Vocational Education.

With only a few strengths, such as:

The school cooperates with industry, meets the needs.

Occupational Education is recognized as a factor in the educational system and is geared to meet the needs of the economy in the community.

Trying to offer Vocational Education to all interested students.

High placement level. Graduates sought after.

Community college has flexibility to meet community needs, but needs regional coordination.

OBJECTIVE III

The participants were highly affirmative in their responses to the role of vocational education in meeting career needs of youth and adults and of the economy. Eighty-one percent (81%) agreed that most high school students should enroll in vocational education. Eighty-seven percent (87%) felt that resources should be shared among public schools, private schools, business and industry. Although 95% indicated that job placement services should be available for most students, a large number of these substituted the word All for the printed word Most. Also, although 98% indicated that vocational counseling should be available to most high school students, many of these also substituted the word All.

In suggesting what the role of vocational education should be in meeting the career needs of youth and adults and the economy, the largest percentage suggested that vocational education should be available to all from kindergarten through grade 14 on a continuing basis with career information at the elementary level, career exploration at the junior and senior high school level with specific vocational education at the senior high and post-secondary levels within a program that always allows for further education, yet grants a marketable skill at any stepping-off point. A significant number suggested that vocational education become integrated with general education to reduce the separatism, yet play a dominant role in the educational structure to avoid loss of purpose and identity.

Several suggestions were made in specific areas such as:

Cooperative Education and Work-Study Programs should be exploited.

Vocational Education should take a leadership role along with Labor, Management and other educational institutions.

Vocational Education should keep up-to-date with all aspects of industry and education.

Vocational Education should provide as much information and exposure possible to all three categories.

Establish new innovative programs and expand existing programs.

OBJECTIVE IV

In suggesting means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education, the 105 respondents showed a strong preference to only two of the optional answers. Eighty-six percent (86%) would integrate general and vocational education and 55% would want provision for incentives for private industry to help prepare every person for employment or further education. Of the other possible answers, 39% would want the school year expanded to twelve months although many qualified this answer to utilization of the school plant for twelve months with the students on a staggered nine month schedule. Thirty-three percent (33%) wanted the development of multi-media instructional materials for use in the home to prepare every person for employment or further education. Twenty-seven percent (27%) preferred to contract with private schools to help prepare every person for employment or further education with many qualifying the statement with "Only when public schools are unable or unwilling to provide the preparation."

Only 19% would suggest providing parents with educational vouchers for purchasing the instructional services desired for their children. Several made the comment that this was unnecessary with the Area Vocational School concept.

Twenty-nine percent (29%) took the opportunity to offer other suggestions which ranged from major redefinitions and restructuring of education to make career education a prominent part of all education to suggestions in specific areas such as:

Make all Vocational Education Cooperative Education. Find them jobs while they are still in school.

Restructure taxing procedure so property owner is not carrying the greatest burden of education.

Fewer local and state plans involving the inaccurate compilation of needless figures and numbers.

Behavioral objectives written into the educational acts and evaluate only on that basis.

Develop better Public Relations. Tell what we are doing.

Provide funds to give staff an opportunity to keep up-to-date with the World of Work.

Improve vocational counselling.

Develop more vocational facilities.

Develop new sources of funds for massive expansion of all aspects of vocational education that have proved successful.

Retrain all teachers for awareness of the World of Work.

Have community control of schools. Involve parents and students in decision making.

Develop performance curriculum representing industry and service occupations.

OBJECTIVE V

In the identification of the area of improvement in the total educational system for which vocational education should be responsible, there was a high degree of consensus among the 103 respondents.

80% or more identified five items:

Orientation to the World of Work.

Vocational Counselling for all students.

Vocational exploration to facilitate occupational choice.

Occupational preparation of post-secondary students.

Occupational preparation, retraining and up-grading of adults.

69% identified assuring every student a marketable skill.

67% identified work-study experience throughout junior and senior high school, however, many struck out the term "junior".

63% identified educational credit for work experience.

43% identified appreciation of ethnic cultures, and

35% identified educational credit for home-study.

20% took the opportunity to identify other areas not listed. Most of these added the area of placement as a responsibility, while others added:

Informing the public of what vocational education is at the present time, not what it was forty years ago.

Options for preparation for higher education if desired.

Development of the whole person - not just occupational skills.

More orientation to local business enterprises.

APPENDIX I

VIEWS OF CONFERENCE PARTICIPANTS - PART I

Introduction

The purpose of this document is to assure that every person has a chance to express his opinion about the educational system of his community. Your contribution is voluntary and should be given in terms of your experience.

Directions

Indicate your answer(s) in the appropriate space(s) with a check mark (√).

1. Which of the following statements most accurately describe vocational education?

   2 It has value for only the non-college bound student.

   68 It has value for every student.

   9 Emphasis in vocational education is on manual skills.

   4 It has the status of academic education.

   81 Vocational education is preparation for work as well as further education.

2. Have you ever taken courses in vocational education? 96 Yes 30 No
   At what level?

   14 Grade school

   48 High school

   5 Two year college

   63 Four year college

3. If you did not take courses, why not?

   15 They were not available

   19 Preferred to take courses needed for college admission

   - Grades not high enough

   - Other, specify _____

   3 Not interested

   2 Advised not to

4. Do the schools offering vocational programs in your community also have a job placement service? 89 Yes 37 No

5. Do you want your children to take:

5 Vocational education

5 College preparatory subjects

100 Both vocational and college preparatory subjects

16 Does not apply

6. Would you support the spending of more money for vocational education in your community? 126 Yes 0 No. If yes, should increased money come from:

125 Federal government

59 State government

37 Local government

9 Other, specify Sales Tax

30 Private industry

9 Tuition

46 All of above

7. Are there programs of vocational education available in your community? 120 Yes 7 No. If yes, at which of the levels listed below are vocational education programs provided?

28 Junior high school

108 High schools

52 Junior college

14 Other, specify Private Schools

79 Evening Adult Program

33 Industrial Plant Schools

22 College

8. Have you ever advised or participated in deciding what educational courses should be offered in schools? 102 Yes 25 No. If yes, did you participate as a:

16 Parent

16 Employer

75 Other, specify Educators

3 Student

6 School Board Member

9. Should there be greater emphasis on introducing the world of work in elementary school? 123 Yes 1 No

10. Have you ever visited a vocational school? 130 Yes 1 No

11. Check the category which most accurately describes your interest at this conference.

9 Employer	1 Employee
106 Educator	- Unemployed
8 Student	
16 Other, specify Government Officials, CAP Agencies, Labor Unions and Minorities.	

VIEWS OF CONFERENCE PARTICIPANTS - PART II

In order to assure that all participants at this conference have the chance to express themselves about issues in vocational education and to learn more regarding how people think about these issues, the following questions were designed. If you like, please take this opportunity to contribute your ideas based on your community and your own experience. There is no need to identify yourself.

OBJECTIVE I

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

6 Most students looking for work have a job skill by the time they leave school.

40 About one half of the students looking for work have a job skill by the time they leave school.

80 Few students looking for work have a job skill by the time they leave school.

b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

25 Most students are prepared for further education by the time they leave high school.

83 About one half of the students are prepared for further education by the time they leave high school.

17 Few students are prepared for further education by the time they leave high school.

c. Is the present school system in your community providing adult education for:

Re-entering the work force	60 Yes	57 No
Retraining to remain in the work force	61 Yes	54 No
Training for advancement in the work force	61 Yes	51 No

d. Is the present school system in your community providing education in preparation for work to the following:

Minorities	63 Yes	46 No
School drop-outs	51 Yes	62 No
Handicapped	69 Yes	39 No

What are the strengths and weaknesses of the present school system in meeting the career education needs of youth and adults in your community?

OBJECTIVE II

To assess the extent to which the present total program of education meets the needs of the economy.

a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

41 Most training programs are directed to the job demands of the community.

31 About one half of the training programs are directed to the job demands of the community.

45 Few training programs are directed to the job demands of the community.

b. To what extent do the major employers in your community hire persons trained by the schools of the community?

28 Most employers are able to locate the employees they need from the local schools.

45 About one half of the employers are able to locate the employees they need from the local schools.

35 Few employers are able to locate the employees they need from the local schools.

c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

13 Most schools are flexible enough to provide the new training programs requested by employers.

13 About one half of the schools are flexible enough to provide the new training programs requested by employers.

81 Few schools are flexible enough to provide the new training programs requested by employers.

d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

30 Most educational programs have active employer participation in the development of their curriculums.

21 About one half of the educational programs have active employer participation in the development of their curriculums.

62 Few educational programs have active employer participation in the development of their curriculums.

What are the strengths and weaknesses of the present school system in meeting the needs of the economy in your community?

OBJECTIVE III

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

a. To what extent should vocational education be available to high school students?

81 Most high school students should enroll in vocational education courses.

17 About one half of the high school students should enroll in vocational education courses.

2 Few high school students should enroll in vocational education courses.

b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

90 Resources should be shared among public schools, private schools, business and industry.

5 Public and private efforts should be coordinated only for special groups, i.e. unemployed, handicapped, minorities, etc.

8 Public and private resources should be kept separate.

c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

95 Most students

5 About one half of the students

- Few students

d. To what extent should vocational counseling be available to high school students?

100 Most high school students should have vocational counseling.

1 About one half of all high school students should have vocational counselling.

1 Few high school students should have vocational counselling.

Suggest what the role of vocational education should be in meeting the career needs of youth, adults and the economy?

OBJECTIVE IV

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Directions

Check (√) the items listed below which would improve the efficiency and effectiveness of the educational system. Add items which have been omitted.

90 Integrate general and vocational education.

29 Contract with private schools to help prepare every person for employment or further education.

58 Provide incentives for private industry to help prepare every person for employment or further education.

35 Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.

41 Expand the school year to 12 months.

20 Provide parents with educational vouchers for purchasing the instructional services desired for their children.

31 Other.

OBJECTIVE V

To identify the areas of improvement in the total educational system for which vocational education should be responsible.

Directions

Check (√) the items listed below for which vocational education should be responsible; add items which have been omitted.

85 Orientation to the world of work.

70 Work study experience throughout junior and senior high school.

72 Assuring every student a marketable skill.

85 Vocational counseling for all students.

65 Educational credit for work experience.

36 Educational credit for home study.

85 Vocational exploration to facilitate occupational choice.

44 Appreciation of ethnic cultures.

83 Occupational preparation of post secondary students.

85 Occupational preparation, retraining, and upgrading of adults.

21 Other.

APPENDIX II

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MAY 26-27, 1971

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EDMOND E. SEAY, University of Rhode Island, Kingston, Rhode Island
ROBERT J. SHAPIRO, Principal, Toll Gate High School, Warwick, R.I.
ELIZABETH J. SHEA, Providence Human Relations Commission, Providence, Rhode Island
HERBERT F. SHIPMAN, Director of Vocational-Technical Education, Bellows Free Academy, St. Albans, Vermont
RICHARD SILVANO, Director of Guidance, Vocational Technical School of Rhode Island, Providence, Rhode Island
PAUL E. SKALING, State President, Rhode Island Association, FFA, Greene, Rhode Island
FRANK A. SMITH, Manpower Representative, Department of Employment Security, Concord, New Hampshire
DONALD SNODGRASS, Special Assistant to Division Director, DVTE, BAVTE, USOE, Washington, D.C.
DANIEL SPAIGHT, Area Coordinator, Vocational-Technical Education, Hanley Education Center, Providence, Rhode Island
JAMES F. STANTON, Director, Cambridge Cooperative Education Program, Community Learning Center, Cambridge, Massachusetts
RICHARD P. ST. PIERRE, Fall River Model Cities Agency, Fall River, Mass.
HERBERT L. STEELE, U.S. Postal Service, Norman, Oklahoma
RAYMOND H. STOCKARD, University of Rhode Island, Kingston, Rhode Island
CHARLES X. SULLIVAN, Chief, Administrative Division, Internal Revenue Service, Providence, Rhode Island
MARK A. SULLIVAN, Fall River Model Cities, Fall River, Massachusetts
PAUL J. SULLIVAN, Superintendent, Blackstone Valley Regional Vocational School, Upton, Massachusetts

HENRY J. TAYLOR, University of Connecticut, Storrs, Connecticut
ERROL J. TERRELL, State Department of Education, Hartford, Connecticut
CARROLL F. TOWEY, Senior Program Officer-AE, USOE-Region I, Boston, Mass.
KATHLEEN TRACY, Chairman, Connecticut State Advisory Council on Vocational Education, Rocky Hill, Connecticut
PAT G. TRAMONTOZZI, Director, Medford Vocational-Technical High School, Medford, Massachusetts
JOSEPH TROMBETTA, Providence School Department, Providence, Rhode Island
JOHN W. TROMBI, Consultant, Secondary Education, State Agency for Elementary and Secondary Education, Providence, Rhode Island
LEO P. TROMBLEY, Student, MDTA, Pawtucket, Rhode Island

JOHN W. VALK, State Department of Education, Hartford, Connecticut
VIDAL VELEZ, University of Connecticut, Storrs, Connecticut
DONALD R. VENTETUOLO, Northeast AMIDS, University of Rhode Island, Kingston, Rhode Island
WALTER C. VERNEY, Senior Program Officer-VTE, USOE-Region I, Boston,Mass.
VIRGINIA A. VESPOLI, University of Connecticut, Storrs, Connecticut
FREDERICK B. VIAUX, Middlesex Community College, Bedford, Massachusetts

ROBERT WALSH, Assistant Dean of Faculty, Greenfield Community College
Greenfield, Massachusetts
MICHAEL F. WASSON, State DECA President, Cumberland High School,
Cumberland, Rhode Island
ROBERT A. WATSON, Vocational Guidance Coordinator, Randolph Union
High School, Randolph, Vermont
CLAUDE L. WEAVER, New Urban League of Boston, Roxbury, Massachusetts
ROBERT R. WEAVER, Director, MDT, Thom McAn Shoe Company, Worcester,
Massachusetts
JUDITH D. WEINSTEIN, NCERD, USOE, Washington, D.C.
RICHARD W. WHINFIELD, University of Connecticut, Storrs, Connecticut
BERNARD WHITMAN, Head, Industrial Arts Department, Weymouth Public
Schools, South Weymouth, Massachusetts
THOMAS P. WHITTEN, Human Relations Commission, Providence, Rhode Island
HOWARD D. WIECHMAN, National Admin. Technical and Vocational Education,
Portland Cement, Skokie, Illinois
JOHN J. WILKINSON, State Agency for Elementary and Secondary Education,
Providence, Rhode Island
BENJAMIN WOLK, Superintendent-Director, Shawsheen Valley Technical
High School, Billerica, Massachusetts
DONALD P. WRENN, Vice-President, Connecticut State Labor Council,
AFL-CIO, Hampden, Connecticut

APPENDIX III

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
REGION I
SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION
MAY 26-27, 1971

CONFERENCE AGENDA

WEDNESDAY, MAY 26, 1971

8:00 - 9:00 REGISTRATION

9:00 - 9:30 GENERAL SESSION
Ballroom

General Session Chairman
Mr. William T. Logan, Jr.
Regional Commissioner
U.S. Office of Education

WELCOME - Dr. Fred G. Burke
Commissioner of Education
Rhode Island

REMARKS - Mr. Harold Putnam
Regional Director
Health, Education and Welfare
Boston, Massachusetts

9:30 - 9:55 THE PRESENT STATUS OF EDUCATION IN MEETING THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS

9:55 - 10:25 Reactor Panel

Mr. Joseph Martorana
Chairman, Manpower Committee
CAMPS, Massachusetts

Dr. Gerald R. Fuller
Chairman, Vocational-Technical and
Extension Department
University of Vermont

Mr. Neal D. Andrew
State Director of Vocational Education
New Hampshire

10:25 - 10:45 BREAK

10:45 - 12:00 SMALL GROUP DISCUSSIONS

Mr. Matthew E. Cardoza
Program Cfficer
Vocational-Technical Education
Regional Office of Education

12:00 - 1:00 LUNCH (On your own)

1:00 - 1:25 SECOND GENERAL SESSION
Ballroom

Chairman
Mr. Walter C. Verney
Senior Program Officer
Vocational-Technical Education
Regional Office of Education

THE PRESENT STATUS OF THE TOTAL EDUCATION SYSTEM IN MEETING MANPOWER NEEDS

Mr. Herman V. LaMark
Director
Division of Employment Security
Massachusetts

1:25 - 1:55 Reactor Panel

Dr. Rodolfo Martinez
Director, AMIDS
University of Rhode Island

Mr. Thomas H. Sandham, Jr.
Deputy Director
New England Resources Center
for Occupational Education

Mr. Richard Sargent
Consultant
State Department of Education
Vermont

1:55 - 2:10 BREAK

2:10 - 2:45 SMALL GROUP DISCUSSIONS

2:45 - 3:05 THE RELEVANCY OF VOCATIONAL EDUCATION IN MEETING THE NEEDS OF THE ECONOMY

Mr. John K. Harwood
New England Regional Commission
Massachusetts

3:05 - 3:35 Reactor Panel

Mr. Lot Cooke
Technical Education Research Center
Cambridge, Massachusetts

Mr. Fred Tarbox
Vice-President
J.H. Horne & Sons, Inc.
Lawrence, Massachusetts

Dr. Charles Buzzell
Associate Commissioner for
Occupational Education
State Department of Education
Massachusetts

3:35 - 4:45 SMALL GROUP DISCUSSIONS

4:45 CLOSE

THURSDAY, MAY 27, 1971

9:00 - 9:25 THIRD GENERAL SESSION
Ballroom

Chairman
Dr. Urwin Rowntree
Director
Adult, Vocational and Technical Education
Regional Office of Education

THE RELEVANCY OF EDUCATION IN MEETING
THE CAREER EDUCATION NEEDS OF YOUTH

Mr. Daniel H. Beegan
Caledonian Record Publishing Company
St. Johnsbury, Vermont

9:25 - 9:50 THE RELEVANCY OF EDUCATION IN MEETING
THE CAREER EDUCATION NEEDS OF ADULTS

Mr. James Rigney
Director of Industrial Education
Brown and Sharpe Company
South Kingston, Rhode Island

9:50 - 10:45 Reactor Panel

Mr. Warren S. Walden
Public Relations Director
The Outlet Company
Providence, Rhode Island

Dr. Lester S. Silverstone
Fairfield University
Fairfield, Connecticut

Mr. Elwood A. Padham
State Director of Vocational Education
Maine

10:45 - 11:00 BREAK

11:00 - 12:00 SMALL GROUP DISCUSSIONS

12:00 - 1:00 LUNCH (On your own)

1:15 - 1:45 FOURTH GENERAL SESSION
Ballroom

Chairman
Dr. Urwin Rowntree

VOCATIONAL EDUCATION IN THE 1970's

Dr. Edwin L. Rumpf
Director, Division of Vocational
Technical Education
U.S. Office of Education

1:45 - 2:15 Reactor Panel

Mr. Charles Foltz
Director, New England Resources
Center for Occupational Education
Newton, Massachusetts

Mr. Joseph F. Murphy
Associate Commissioner
Division of Vocational Education
Connecticut

Mr. Paul Goldsmith
Industrial Relations Manager
Hitchiner Manufacturing Company
Milford, New Hampshire

2:15 - 3:15 FLOOR DISCUSSION

3:15 ADJOURN

DISCUSSION GROUPS

GROUP	DISCUSSION LEADERS	RECORDERS
1	Mr. Nicholas J. Hondrogen	Mr. John H. Ball
2	Mr. Paul Marsh	Mr. Daniel Spaight
3	Mr. William Dwyer	Mr. Frederick A. Ricci
4	Dean Richard P. Anderson	Mr. John J. Gunson, Jr.
5	Mr. William F. Carroll, Jr.	Mr. Peter Bowen
6	Mrs. Kathleen Tracy	Mr. Warren Geraghty
7	Mr. John Connolly	Mr. Alfred Santaniello
8	Mr. John G. Munro, Jr.	Mr. Norman Eichner

APPENDIX IV

OFFICE OF EDUCATION

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGIONAL OFFICE
REGION I
JOHN F. KENNEDY FEDERAL BUILDING, RM. 1309
BOSTON, MASSACHUSETTS 02203

April 20, 1971

Dear

On behalf of the Secretary of Health, Education and Welfare, I am pleased to invite you to participate in the Regional Conference on Vocational Education which will be held on May 26 and 27, 1971, at the Biltmore Hotel in Providence, Rhode Island. This conference is one of ten being conducted throughout the country for the purposes of:

1. Bringing together knowledgeable and concerned people to discuss how the career education needs of youth and adults are being met by schools in their communities;

2. Determining the role that vocational education is playing in this process; and

3. Identifying methods of redirecting education in the 1970's in order to prepare every high school student for immediate employment or further education.

The conference will start at 9:00 A.M. on May 26 and end at 4:00 P.M. on May 27.

As a participant in this conference, you will have the opportunity to contribute your ideas and recommendations by taking an active part in small group discussions and by furnishing us with your written comments, if you choose to do so, for our use in compiling the final report of the conference. You will also have the opportunity to hear the testimony of representatives of business, industry, and the schools in your community and region.

Please use the enclosed reply form to notify me by May 5 whether or not you will be able to participate in this conference.

If you would like further information before responding, please call my office at (617) 223-7205 or Dr. Urwin Rowntree, Director of Adult, Vocational and Technical Education, at (617) 223-6640.

I am looking forward to seeing you at the conference.

Sincerely yours,

William T. Logan, Jr.
Regional Commissioner
Office of Education

Enclosures:
Reply Form
Self-Addressed Stamped Envelope
Hotel Reservation Postcard

PLEASE REPLY BY WEDNESDAY, MAY 5, 1971
(Please fill in the form below and mail in the enclosed envelope.)

I shall be able to attend and participate in the Regional Conference on Vocational Education on May 26 and 27. _____

I shall not be able to attend the Conference. _____

I shall be unable to attend but I shall send a replacement, whose name and address is: _____

PLEASE PRINT

NAME _____
Last First Initial

TITLE _____

ORGANIZATION _____

BUSINESS ADDRESS _____

_____